
THE VIRGINIA TEACHER

April, 1926



WRITING VERSE—EARLY AND LATE

MARY E. CORNELL WILLIAM S. LONG

HERBERT HOOVER

EDUCATION AS A NATIONAL ASSET

NURSERY SCHOOLS VIRGINIA BUCHANAN

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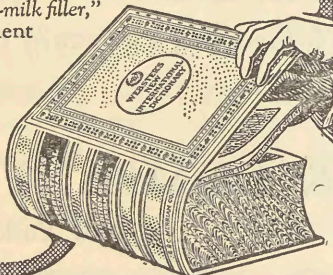
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THE VIRGINIA TEACHER

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NUMBER 4

NURSERY SCHOOLS

A NEW MOVEMENT IN AMERICAN EDUCATION

THE large playroom with its colorful walls has an air of expectant waiting. The yellow curtains at the low, wide windows are drawn back so the sun can look through. In one window hangs a white cage containing a golden colored canary; in another a bowl of gold fish stands; and in the others plants are blossoming. Low tables and chairs are placed here and there in the room; in one corner is a piano; in another are a sand box and a box of blocks. All along the walls are low cupboards and blackboards over which hang a few pictures of child life.

Beyond the open door at the far end of the room is a white-tiled, immaculate toilet with low sinks, faucets, soap containers, low mirrors, and hooks for towels, cups and tooth brushes. Each hook is marked with a name and a picture so that each child may independently find his own.

From the back window a garden is seen with a border of bright flowers, a row of swings, a slide, and to one side a number of little folding beds. What is it all about, anyway? Why this air of quiet waiting, one wonders.

Listen! Little feet are pattering up the walk outside; the door is pushed open and children's voices are saying, "Good morning, we are here." The room and the garden were waiting for the children to make them alive. Soon other children's voices are heard as they come. One is holding tightly to his mother's hand; another is pushed in a go-cart by big brother; others have learned to come by themselves. All are very young, none over five. How happy they look as they run in the cloak room!

This little room is alive with children pulling off coats and putting on pretty blue, pink, or green overalls, which they take from the yellow bags hanging on the pegs. Each peg is known by the picture pasted above it. The dressing over, they scamper out to the toilet to find towel, cup, and tooth brush. Such fun they have to know they can really play this game themselves; such zest at brushing teeth is a joy to see.

This game over, they are ready for the day. The room is now truly alive as blocks rattle to the floor and big balls roll about. After a time of free play a chord is quietly struck on the piano and the children gather around after each has his toy in its correct place. Certain laws each must keep here: try to use what you have and put away one thing before taking another; thus order, freedom, and happiness pervade the room.

The next half hour is spent in music, rhythm, and songs as in any kindergarten. Soon preparations for the morning lunch are made by the children—washing hands, placing tables and chairs, passing cups and paper napkins, pouring milk, and passing crackers. The cleaning up afterwards is also done by the children, each in turn washing cups and wiping them, cleaning tables and sweeping the floor.

A period of quiet listening to the piano or to a story follows and then another period of free play or activity either in the house or outside. Soon the time for noon lunch arrives. Keen interest in washing face and hands, tying on bibs, and drinking water ensues. At lunch you would be surprised at the politeness and the patience shown by these babies.

Lunch over and teeth brushed, away they go upstairs or outside to the waiting beds. Pulling off shoes and slipping into a sleep-

ing bag is the work of a minute and each one is soon in the land of sleep and rest for two hours. Now mothers and older children arrive to take their babies home. The room is left again to quietness and rest after playing its part in a joyful, well spent day.

Sometimes a mother stays awhile to talk to the sympathetic director. Thus she obtains and gives valuable aid in the development of her child. Once in awhile she spends the entire day at the school so she may understand more fully what is being done for the welfare of the children. Then once a month she attends the regular meeting held after school hours; here she meets and discusses problems with other mothers. All receive instruction in the physical and mental hygiene so necessary in training children well. This instruction is given by either the psychologist or the dietitian: both of whom regularly inspect the children.

"Does such an ideal place for children really exist?" you may ask. "We know of the kindergarten and the day nursery, but neither of these seem as ideal as this school."

The kindergarten is not as ideal for very young children as this school, because it has been lax about the attention given to the children under four years of age. The day nurseries have helped busy mothers by affording a safe place in which to leave their children, but they have no carefully worked out program for child development. They have not yet seen the vision of correct adult living as a result of habits developed in the pre-school period. The modern nursery school has this vision, the fulfillment of which seems nearer each year.

Such leading educators as G. Stanley Hall, Margaret and Rachel McMillan, Norworthy, Whitley, Patty Hill, Baldwin, Stecher, and Gesell are showing more and more surely the importance of the pre-school years in the life of the individual. They are proving that the bases of charac-

ter and personality are established during this period; that the causes of mental and nervous disorders lie in the conflicts with environment at this time. We speak of personality and character as habit; the foundation for future habits are easily formed between the ages of one and six. Habits formed then may be kept and added to all through life. So the nursery school educates by building habits necessary for the fullest and best development of each child. The development of the most important social, moral and physical habits is the aim of their work—such habits as co-operation, worship, ownership, cleanliness, sociability, and self-control. Such ideals as self-dependence, freedom within the law, self-expression, and love of the beautiful are striven for by the directors of the children in these schools.

To one of these nursery schools came Frank, aged two. His father was a university professor and his mother was studying for a master's degree in the same university. Frank, the only child, was developing an abnormality because of too much adult attention. He did not like to play with other children and even when taking a psychological test he would not co-operate, because he wanted his own way. His intelligence was superior, but his motor control was poor.

The first day in school Frank would not lie down at the rest period, but stubbornly sat on the floor. The director finally had to take him by the arms and compel him to lie down. The next day at his home mother reported that Frank took his stuffed buffalo into a pen he had made of blocks. He said, "Buff, lie down" several times. Then he came over to his mother and said, "Buff bad. Buff won't lie down." He went back and knocked Buff over. Again he ran to his mother and said, "Buff good. Buff lie down." He repeated this play several times. The next day in school he ran to his bed and lay down voluntarily. When his mother came for him that day he ran to her and

called joyously, "Frank lay down, yes, yes. Frank good too." From that day he enjoyed the rest period, but best of all the joy in co-operation here led to the same spirit in other things. Now after a year he has developed in social cooperation, unselfishness, and also in motor control. He gives promise of becoming an exceptionally well balanced child.¹

Another child who came to a similar school was Jane. She came from poor and not well educated parents. Poor Jane was suffering from rickets, due to malnutrition and want of sunlight. The director saw to it that Jane had sufficient food and rest, and that she played out in the sun as much as possible. In two months time Jane showed much improvement and by the end of the year she was perfectly cured. Her mother had shown much interest in Jane's cure and had tried diligently to follow the director's advice. Thus not only was Jane helped, but her mother's responsibility was awakened and a desire to learn the best way to raise her child.²

These are only two cases among a thousand which could be cited, but they are enough to give us some idea as to the possibilities of the nursery schools. Further realization of their value may be secured by quotations from three of the leaders of this pre-school movement.

Baldwin and Stecher say, "The study of normal as well as abnormal psychology shows that the earlier a child makes its social contacts and feels itself an integral part of a community the easier does its adjustments come to the requirements of adult life."³

Gesell gives us these facts: 17 per cent of the deafness in school children occur between the ages of two and four; 81 per cent of the stutterers and 96 per cent of the

lispers develop before the age of six; one-third of all the cripples are made so by paralysis or bone disease before the age of five; one-half the cases of blindness in school children occur before the age of six; correct care of the teeth at this period will eliminate much of the tooth decay now so prevalent; the germs of mental illness are laid during these early years.⁴

Knowing these things, we should see why it is necessary to care so well for the pre-school child. Not that parents are failing in their duty, but that they do not know or realize what training the child should have during this period. Children in crowded tenement districts need a place in which to develop to a better advantage; children of the very busy mother whose child must develop as best it may need more opportunity; pampered, spoiled children of rich parents especially need schools of this type in order to grow into healthy children morally and physically. There are many good parents in all classes of people; parents who know almost instinctively how to treat children of this age. It appears that these are the ones who are leading in this nursery school movement. It is often true that those who have at heart the most good for their children recognize first the thing of greatest value to them. Would that all could be waked to the real needs of the pre-school child!

The first nursery schools in the United States were inspired by the one organized by the McMillan sisters in London in 1908. Recognizing the value of such schools, Parliament made provision for them in the Fisher Education Act which reads thus: "The powers of the Local Education Authorities . . . shall include power to make arrangements for supplying or aiding the supply of nursery schools (which expression shall include nursery classes) for children over two and under five years of age, or such later age as may be approved by the Board of Education, whose attendance at

¹Baldwin and Stecher, *Physiology of the Pre-School Child*. P. 249.

²McMillan, *The Nursery School and the Mother*, p. 6.

³Baldwin and Stecher, *op. cit.* p. 265.

⁴Gesell, *The Pre-School Child*, pp. 85-129.

such a school is necessary or desirable for their health physically and mentally . . . ”⁵

In accordance with this Education Act of 1918 the English National Board of Education issued rather detailed regulations setting forth the purposes, standards, and arrangements of the nursery schools. In these regulations are found two functions: “First, the close personal care and medical supervision of the individual child, involving provision for its rest, comfort, and suitable nourishment; and, second, definite training, bodily, mentally, and socially, involving the cultivation of good habits in the widest sense, under the guidance and oversight of skilled and intelligent leaders, and the orderly association of children of various ages in common games and occupations.”⁶

Gesell regards the Fisher Act as a product of the English movement that grew out of the World War; it represents a determination to reduce an alarming amount of physical defect through preventative pre-school measures. The law may also be regarded as an attempt to remedy the formalizing and unhygienic tendencies of the existing English infant schools and kindergartens, and a recognition of the value of the progressive type of work like that of the McMillan Nursery School. Thus England was quick to recognize the value of pre-school education.⁷

In 1922 the first nursery school in America was opened, Boston being the first of our cities to see the value of the pre-school movement. The Nursery School Committee of the Woman’s Education Association employed Miss Abigail Eliot to transform their day nursery into a nursery school. Miss Eliot had been trained in the Rachael McMillan Nursery School in London. The same year the University of Iowa Laboratory for Pre-School Child Study was opened. This school has grown

rapidly and is now considered one of the best in this country. The Merrill-Palmer Institute for Home Making in Detroit also established a nursery school in 1922 and is one of the few institutions in this country to give training to adult students. Since then there have been about forty opened in our northern and western states. Columbia University, the University of Chicago, and the University of Minnesota, each organized a school last year, and each is obtaining excellent results. These nursery schools are all private institutions established by clubs, endowment funds, or universities for philanthropic or experimental purposes. The only public one is in Highland Park, Michigan, but “it will not be long,” says Baldwin, “before the public school will recognize its duty toward the younger children, not to relieve the mothers of the care of this important period in education, but to help direct this care in the light of scientific analysis of the child and methods of training.”⁸

This movement is yet in its formative period; it will probably be up to the kindergarten to give it permanent shape. Both Pestalozzi and Froebel, had they lived today, would perhaps feel that the kindergarten did not live up to its opportunities unless it responded to this new advance in education. Surely Froebel intended when he started the kindergarten movement that it should grow and advance as child study grew. Gesell thinks that the American Kindergarten should grow, expand, and readjust its field; thus only can it develop a continuous health supervision and mental hygiene program for the much neglected younger pre-school child. Perhaps this will be better than adopting the pattern England has already laid.⁹

The first American Nursery School, as we have seen, was a transformed day nursery. The one supervised by Columbia University and many of the others in our

⁵Gesell, *op. cit.* p. 44.

⁶Gesell, *op. cit.*, p. 45.

⁷Gesell, *loc. cit.*

⁸Baldwin and Stecher, *op. cit.*, p. 265.

⁹Gesell, *op. cit.*, p. 59-73.

country were established in the same way. The day nurseries are not a part of the public school system, but most of the kindergartens do. If the public system is to develop this work then, the kindergarten seems the best place in which to start. The plan of the Iowa Laboratory of the Pre-School Child is perhaps the most feasible in working out such an idea. They have two groups of children, one of children from two to three and one of children from three to four. Those from three to five are distributed between the groups, according to their maturity. The children are admitted only after a short preliminary examination to determine whether they are of normal intelligence. From this examination the basis of their general development and the group in which they shall be classified are determined.

The children in the first of these groups come to school at nine and stay until ten-thirty. Then the older group arrive and stay until twelve. In the Iowa school there is yet another group known as the junior primary which attends from nine until twelve. This group uses an entirely different room and the work is much like that of any kindergarten—only more physical and mental inspections are carried on and daily or weekly records are kept of the child's development.¹⁰

Perhaps it would not be advisable to copy this plan to the letter because the conditions of the community, the funds available, and other local circumstances would necessarily modify the needs. However, it would be possible for most all kindergartens to have children from two to four years come at eight forty-five and stay until eleven thirty. Then another group from four to six years of age could come at twelve and stay until three.

The program followed in these schools should always be elastic, changes being made to suit the children's interests, and to permit

activities appropriate to various seasons, holidays, and festivals. Such a program as the one given below might prove practical for the younger group:

8:45 to 9:00—Inspection by the nurse
 9:00 to 9:30—Free play or handwork
 9:30 to 9:50—Music—rhythm and songs
 9:50 to 10:05—Story or nature talk
 10:05 to 10:30—Morning lunch—milk and crackers
 10:30 to 10:50—Rest
 10:50 to 11:10—Conversation
 11:10 to 11:30—Literature

For the older children the program would be much the same except that it would run from twelve o'clock to three.

The equipment for the nursery school should be well chosen. That of the play ground should consist of swings with seats 12 inches above the ground, a teeter 18 inches high, and a slide 5 feet high. The ladder of the slide should end in a small platform at the top, provided with a hand rail. The portable slide is very convenient and has proved to be secure and durable. This equipment may be gotten from the Fred Medard Company, Dekalb and Potomac Streets, St. Louis, Mo.

In the play room it is of much importance to have the furniture of convenient size and adapted to the needs of the child. A good height for the chair seats is 12 inches from the floor and a good size for the tables is 20 inches by 36 inches and 24 inches high. The sand table should be three feet wide, 10 feet long, and 22 inches high, topped by a shallow zinc-lined box and filled with white sand. Smooth pebbles of various sizes, shells, small wooden blocks, aluminum cups, cookie cutters in a variety of shapes, doll-sized cake pans, large bottles, and a funnel should all be supplied for their sand play.

Large blackboards are indispensable. They should be set low around the wall, so low that the children can sit on the floor and draw. Besides these there should be a victrola and records on a low stand easily accessible to the children; an open front doll-house containing four rooms, 15

¹⁰Baldwin and Stecher, *op. cit.*, p. 17-21.

inches square; and low cupboards containing large blocks, toys, scissors, broom, dust cloths, cups and saucers, nails, hammers, saws, yard stick, goods for doll clothes, clay pipes for bubble blowing, soap, wooden beads, modeling clay, pencils, drawing paper, and colored paper. Also, such toys as dolls, balls of various sizes, dominoes, and "stabilit" blocks should be in the room. Two good supply houses for these materials are Schoenhut Company, Sepviva and Adams Streets, Philadelphia, Pennsylvania; Milton Bradley Company, Springfield, Massachusetts.

There should also be a low shelf of books. Those suggested for this purpose are:

- Anonymous—"All About the Three Little Pigs," Cupples and Leon, N. Y.
 Bannerman—"Little Black Sambo," Stokes, N. Y.
 Crane, W.—"The Mother Hubbard Picture Book," Lane, N. Y.
 Falls, C. R.—"A B C Book, Doubleday Page, N. Y.
 Field, E.—"Poems of Childhood, Scribners, N. Y.
 Moore, C. C.—"Twas the Night Before Christmas," Houghton Mifflin, N. Y.
 Potter, B.—"The Tale of Peter Rabbit," Warne, N. Y.
 Stevenson, R. L.—"Child's Garden of Verses," Scribners, N. Y.

A few suggested song books for the aid of the director are:

- Ayres, F.—"Mother Goose Melodies," Schirmer, N. Y.
 Crowinshield, E.—"Mother Goose Songs for Little Ones," Milton Bradley, Springfield, Mass.
 Gaynor, J. L.—"Songs of the Child World," Nos. 1 and 2, Church and Company, N. Y.
 Neidlinger, W. H.—"Small Songs for Small Singers," Schirmer, N. Y.
 Poulson, E.—"Holiday Songs and Every Day Songs and Games," Milton Bradley, Springfield, Mass.

Also a few suggested victrola records are these:

- 18094—Victor—"Minuet" (Boccherini); "Traumerei" (Schumann)
 3100—Columbia—"March" (Schubert); "March" (Gade); "Soldier's March" (Schumann)
 3125-C—"Huntsman's Song" (Meyerbeer); "Gypsy Rondo" (Haydn)
 3095-C—"Sleep, Baby, Sleep" (Mozart); "Rock-a-Bye Baby" (Mozart); "Lullaby" (Schubert); "Cradle Song" (Schubert)

- 17735-V—"Songs and Calls of our Native Birds" (Gorst)
 18976-V—"Humpty-Dumpty"; "To Market"; "Crooked Man"; "Tommy Tucker"; "Mother Hubbard"; "Sing a Song of Sixpence"; "I Love Little Pussy"; "Feast of Lanterns"
 18253-V—"Motive for Skipping"; "Theme for High Stepping Horses"; "Horses or Reindeer Running"; "Theme for Skipping."
 17568-V—"Let Us Chase the Squirrel"; "How-do-you-do, My Partner"; "The Muffin Man"; "Soldier Boy"; "Did You Ever See a Lassie."¹¹

A less expensive series of records, distributed by the Plaza Music Co., New York, and available in many ten-cent stores, are the Playtime Records; they include games and Mother Goose rhymes. The ones listed here are good:

- 207—"The Mulberry Bush"; "Oats, Peas, Beans and Barley Grow"
 232—"Little Boy Blue"; "Fiddle Dee Dee"; "Pat-a-Cake"; "Polly Put the Kettle on"; "Baa! Baa! Black Sheep"; "Bobby Shafto"; "Ride a Cock Horse"; "Pussy-Cat, Pussy-Cat."
 226—"The Toyman's Shop"; "A Christmas Carol."

Of course, the initial cost of this equipment would amount to a considerable sum, but further expense would not be great. The University of Iowa charges a yearly fee of \$11 for each child. This pays practically all running expenses outside the director's salary. Some of the other schools charge only for the lunches which amount to about 15 cents a day. How small these charges seem when the good each child derives from a propitious start in life is considered!

In the states where kindergartens are already established as a part of the public school system the expense would not be much to extend the work according to these suggested plans. Where the kindergartens are not a part of the public system, the first expenditure would naturally be greater. However, if the states and the nation want better citizens, they cannot put their funds into a better investment than in the pre-school child.

¹¹Compiled from Baldwin and Stecher.

From over the seas there comes to American education this challenge flung out by Margaret McMillan: "God give America 'brave wings' and make her strong to serve, and swift to soar. We look to her to develop, and to finish what has been begun in the Old Country in weakness, in trembling faith, and at a great sacrifice to the pioneers who have left us. Time and again have I feared that my dear sister's life was given in vain. Not so, 'The work of the just is in the hand of God.'"

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VIRGINIA BUCHANAN

WRITING VERSE--EARLY AND LATE

POETRY IN THE FIRST GRADE

SOME days ago I had the opportunity of teaching the 1-A group, all of them children I had promoted from my grade at mid-term. After a few minutes free conversation, one of the children said, "Read us some poetry, Miss Cornell, won't you please?" Then a chorus of voices, "Oh, yes, please do!"

"Children," I replied, "you do love poetry, don't you? Can you remember the names of some poems you love the best?"

They called for many of our favorites, among them: "The Dearest One" and "Oh, Deary Me," from *When Little*

Thoughts Go Rhyming, by Elizabeth Knoble; "The Turtle," by Vachel Lindsay; "Difficulties" and "Very Lovely," by Rose Fyleman. After reading these and reciting "The Turtle" with all the children, I closed my book and said, "Children, you know so many pretty poems, I wonder if you couldn't write one yourself?" Without any hesitation, they answered, "I think I can."—"Let's try; then we can surprise Miss Boddie!"

I talked to them a few minutes about our prettiest poems. "What are some of the things we must think of before we try to write a poem?" I asked.

"They must sound like music," said one child; another added: "We must have the last words on the lines sound alike." And another said, "Yes, and we must all think."—"Yes," I said, "and first of all, children, we must decide what to write about."

A suggestion at once came from a small girl in the group: "Let's write a fairy poem, because they are so pretty."—"All right," I replied, "now think for a moment, and see if you can give me a good idea to start with." Almost immediately a little girl gave, "There was a little fairy."—"That is fine," I said, "but can't you make it a little longer? Think of something fairies wear." "Bells," said the same child, "they wear bells on their caps!"—"Then," I said, "think and give me the first line over again." This time one said:

There was a little fairy, with a bell on her cap—

I wrote it on the board, and said, "That is pretty; now what must we think of to make the next line?" They told me the next line must end with a word that sounded like "cap."—"Very well," I said, "who can give me some words that sound like 'cap'?" All thought for a few seconds, and then several hands went up. They gave lap, rap, tap, sap, map, and at last nap. I said, "I like nap best, because fairies do take naps, you know. Now let us think for a moment—what do they sleep in?" The same little girl who had been thinking so keenly said,

"Flowers, I suppose."—"Yes," I replied, "I think so; and flowers are so small, what would you call the fairies' bed? It's very tiny, you know." Several children gave cradle. "Now," I said, "you know they sleep in flowers, and their bed is a cradle; who can give me the second line for the poem?" Almost at once a hand went up, and I asked, "What is it, Mary Margaret?" She gave this:

Her cradle was a flower, and there she took her nap.

I printed this line beneath the first, on the board, and asked some child to read it. Then I said, "Shall we make it a longer poem, or shall we stop now?" They voted for a longer poem; so I said, "All right. Let us think of what fairies like to do best." They all said dance. When I asked where they thought fairies would dance, a small girl said: "Among the flowers." Some child then gave the line, "She danced among the flowers."—I printed it under the first two lines, and asked if anything was wrong with it. The children replied it was not as long as the others. Then I suggested that they could easily "make it so by telling what kinds of music the fairies danced to." My first little girl came to my rescue this time, and completed the line:

She danced among the flowers to a little fairy tune.

I printed this line on the board, and then asked, "Now what must we do to finish our poem?" The children said, "Get a word that sounds like 'tune' for the last line."—"Very well," I said, "who will give me a word?" Several children thought of words, as moon, soon, coon, and spoon. Spoon seemed to be the choice and this time a small boy spoke up with, "And she ate with a fairy spoon." When I had printed this underneath the rest of the poem and read it aloud to the class, I asked if it sounded like music. "No," they replied.—"What is wrong?" I asked.—"The last line is too short," someone said.—"Very well, then, let us make it fit," I said. "Can't you tell

what the fairy ate with the fairy spoon? And tell what kind of a fairy spoon it was?" At last, after thinking a few minutes, one child told me the last line:

And she ate her fairy dinner with a little fairy spoon.

I printed this on the board and asked if someone would like to read it. A little girl who had not contributed anything toward the poem raised her hand, and read it to the class. Then the other children said, "Now you read it!" so I read:

There was a little fairy with a bell on her cap;
Her cradle was a flower and there she took her nap;
She danced among the flowers to a little fairy tune,
And she ate her fairy dinner with a little fairy spoon.

After I read it to the children, we all recited it until we got the lilt of the poem, and at last one little girl said, with a deep sigh of satisfaction, "There! That is as pretty as any poems you have read us from your books!"

The class then voted to have the poem left on the board until Miss Boddie's return, and suggested it would be sure to be left if I wrote "Please do not erase" above it. I did so, and the class went to their seats with a self-chosen task of drawing a picture to illustrate the poem.

It is our custom, after poems are written, to print them on posters and use them as material for both silent and oral reading lessons. Other poems composed so far by children in the First Grade are given below:

THE WIND

The wind is blowing very hard,
It pushed the sail-boat fast;
The waves were strong, they rocked the boat,
And pushed it home at last.

—1-B Grade

MY KITTY

I have a little kitty,
She likes to play with me,
She's black and very pretty,
And she likes to climb a tree.

—1-B Grade

PUSSY WILLOWS

These little Pussy Willows
Grow by the brook;

They wave in the wind
 As all around they look;
 When the wind stops
 They stand still;
 Soon their furry coats fall off
 And their golden curls they spill.
 —1-A Grade

MY BIRDS

I had some little birds,
 I fed them every day;
 When night time came they spread their
 wings
 And then they flew away.
 —1-A Grade

MARY E. CORNELL

ADVENTURES IN VERSELAND

For several years I have been experimenting with the possibilities of teaching pupils to write verse. My practical reason was that an exercise of this sort should make pupils understand more easily the mechanics of verse and thus help them enjoy more the classics we were to study. A better reason than this has been the adventure involved. For sometimes pupils may be surprised into writing poetry!

Early in December, when my English IV-A classes had begun to warm up to the best of Byron's short lyrics, I told each class that we were to make a book of verse. They were prepared for this assignment by having an outline on the blackboard expanded into verse before their eyes.

"A few years ago," I told them, "an American soldier, in France, stood by the seashore and thought about his sweetheart in America. The sea breeze fanned his face. Suddenly it dawned upon him that that wind had come from the west. 'The United States is west!' said he to himself. Then his thoughts took this form:

'Wind, you've come from where my girl is.
 Did you see my girl?
 Did she send a message to me?
 Wind, you go back.
 Go to my girl.
 Give her a message from me!'

Each time this was taking form on the blackboard, there was always a voice to start a chorus: "That isn't poetry!" But

the pupils immediately quieted to attention when they were told: "The soldier went back to his camp that night, sat on his bunk, and expanded those lines into verses."

Only the scratching of chalk on slate could be heard as the lines took form before them:

Westwind, you've come from there,
 Surely my girlie
 Breathed in your truant air—
 Did you kiss my girlie?

Seemed then a-sleeping she,
 When you passed merrily?
 Did she say aught of me,
 Dreaming full tenderly?

Westwind, turn back your speed,
 Blow to my girlie!
 Turn back, you wind, and heed,
 Hie to my girlie!

Elfin-like seeming,
 Close to her hover;
 Into her dreaming
 Say that I love her.

These pupils were asked then to try an acrostic. In a vertical line on the blackboard, they were given the following:

"C-H-R-I-S-T-M-A-S I-S C-O-M-I-N-G"

Of the forty-eight pupils in the classes receiving this assignment, forty submitted the acrostic completed; two had only a few lines missing.

In class, pupils were asked to exchange papers, if they wished. At least a pretense of exchanging was made, so that the class would not know whose paper was being read. The reading then of these class productions furnished a most interesting class period. Some of the best of them are reprinted here.

A CAROL

By NANCY WADDELL

Come, and sing, ye men of earth,
 Heralds be of Jesus' birth—
Ring the bells all merrily.
 In the manger on this day,
 Sleeping in the lowly hay,
 There he lay so peacefully.
 Men of wisdom watched the skies,

And they saw a star arise—
Saw and followed joyously.
In wonder to the stable came
Shepherds praising Jesus' name.
Come and sing, ye men of earth
Ours the tongues to tell His birth—
Merrily, all merrily.
In our reverence and love
Now shall we praise God above,
Gratefully and happily.

A few of these acrostics broke down somewhat after the first stanza. However, since that first stanza makes an acrostic in itself, they can be included here.

CHRISTMAS

By LOUIS STALEY

Christmas comes but once a year,
Happiness bringing and spreading good cheer.
Icicles hanging from farm house roof,
Snow that now covers the ground is good proof
That Santa will soon start out in his sled,
Making children happy who are dreaming in bed.
And his cheeks are rosy, his baggy suit is red;
Snow-covered is his cap, tilted on his head.

CHRISTMAS

By VIRGINIA McCAULEY

Christmas is coming!
Hanging from the vine,
Ripe holly berries
In coats of bright wine.
Singing and whispering
Their love songs to me
My heart is e'er aching
And wishing for thee.
So, Christmas is coming.

Let me add here a few lines from several other poems:

"Christmas is coming, the season of gifts;
Holly and mistletoe deck every tree;
Rubies and pearls are the berries so small
In the place where the green used to be."

"Christmas is coming!
How glad I shall be:
Raisins and fruit cakes
Inside of me."

"My, what a blessing 'twould have been
If Santa had been born a twin."

These readings of acrostics were followed immediately with a request that each

pupil choose his own subject and write a poem to be submitted a week later.

All ye hardened composition teachers should have been there to rejoice with me when one of the girls was observed beginning her poem before I had completed the assignment. All week pupils were composing and talking about their poems, although they were not due until the following Monday!

Most of these poems used the Christmas theme, depending somewhat, perhaps, upon the suggestions given them by their acrostics. Some of them follow:

THE WANDERING MAN

By LEE STRINGFELLOW

Oh! I'm going to be a wandering man
And wander far to see,
For I am filled with restlessness—
All lands seem strange to me.

Girls were made to stay at home
To work and play inside.
But I was made a wandering man
To explore the whole world wide—

Oh! all ye friends of the wingéd,
Come be pals of mine.
We will stroll 'neath a mossy knoll,
Or on mountain tops we find.

We'll wander soon 'neath sun and moon
Upon the wings of Life,
For I'm going to be a wandering man
And find lands far from sight.

A WISH

By HELEN BROWNE

I wish there was a Santa Claus;
I wish it all were true;
I wish it wasn't just a myth,
But really was, don't you?

I wish he really lived up North,
In his hut of snow and ice.
And worked and worked just all the time,
To make us toys so nice.

I wish his pack was stuffed with dolls
And trains and tops galore,
Oh, just a hundred thousand toys
And more and more and more!

I wish he came on Christmas Eve
In a sleigh with reindeer eight;
His tiny deer so swift and fleet
That he was never late.

A GREETING FROM NATURE

By NANCY WADDELL

Across the silver ice-pond flew,
 Scarlet-winged and fleet,
 A cardinal whose liquid song
 Held notes all clear and sweet.
 He flew beside the silent woods,
 Green with spruce and pine;
 His flight was swift; the earth beneath
 Gleamed in the cold sunshine.
 His plumage made a splash of red
 Against the trees he passed,
 And on he flew until he reached
 The tallest tree at last.
 Then to the world at large he sang
 A carol, soft and clear;
 His song was happiness, good will,
 And the best of Christmas cheer.

As a result of many experiments, of which some ended happily and some did not, I find that the acrostic, although it may at first seem unnecessarily difficult, is an excellent method of approach for young folks who have never tried to write verse. It becomes a suggestive outline, both for structure and for content. It adds also to the play instinct that same teasing challenge which once gave to the late lamented crossword puzzle its really powerful appeal. The material available for acrostics is as varied as are the personalities of the teachers who would use them. I have had interesting results with "Hallowe'en," "Autumn," "Christmas," "Winter," "Spring," "April is Coming," or like variation on the first five subjects. "April calls to May" once proved especially good. After one or two attempts of this kind, pupils need only the right sort of opportunity and encouragement.

I believe that there are many practical advantages to be derived from such a class exercise, besides the actual fun that both teacher and pupils get out of it. Of course, though, the great thing is the adventure. For what teacher, facing a classroom full of young America, may dare to say "I have no mute, inglorious Miltons resting here!"

WILLIAM S. LONG

OUR MODEL PLAYGROUND

A THIRD GRADE UNIT IN CIVICS—
ENGLISH—ART

DURING the summer session of 1925 our third grade became interested in why so many people like to live in Harrisonburg. They listed on the blackboard the particular advantages possessed by their city. This led naturally to a discussion of advantages not possessed by Harrisonburg that they had noted in the other cities where they had lived or visited. When the list of these "missing" advantages was put on the blackboard, the class decided that one chief need for Harrisonburg was a model playground in the south end of town. They went from this into a discussion of what kind of a playground was needed; the next step was their decision to work out such a playground in miniature.

I. *What the Children Did*

- A. They decided to find out what kind of a playground would be best for their city.
 1. They made a chart showing the equipment which they wished their playground to have.
 - a. They discussed playground equipment seen in other playgrounds.
 - b. They found out the companies which sold playground equipment by asking the school superintendent and by writing prominent directors of playgrounds in Virginia.
 - c. They wrote to the companies for catalogs and pictures.
 - d. They cut out pictures from the catalogs and mounted them.
 - e. They decided on a legend for the chart, cut out the letters and pasted them on to make the legend.
- B. They made a miniature set of playground equipment.

1. They decided what equipment to make.
 2. They decided upon tools and materials needed: hammer, saw, nails, rules, square, staples, rope, and lumber.
 3. They got the material from home, from the incubator factory, and from the tannery scrap pile.
 4. In order that all pupils work and not disturb, they made their own rules for working.
- C. They set up the miniature equipment in the back of the room for an exhibit.
1. They brought their dolls to school and played with the equipment.
 2. They invited other rooms to the exhibit.
 3. They demonstrated and explained the equipment to the visitors.
 4. They took a kodak picture of the completed playground.

II. *Information the Children Used*

- A. They learned that some of the advantages of their city are: Pure water, a teachers college within its limits, a desirable climate, and a surrounding farming section of much fertility.
- B. They learned that some of the outstanding needs of their city are: A new school building, a library, a park, and a playground.
- C. They learned that the minimum equipment for a model playground consists of slides, a sandpan, swings, see-saws, a walking ladder, and a giant stride.
- D. They learned that a playground can be equipped very inexpensively.
 1. Swings may be made by attaching ropes to a strong limb, or to a long bar supported by two upright poles.
 2. Horizontal bars may be made by putting pipes through holes in two upright poles.
 3. A sand bin may be made by enclosing a pile of sand with four boards.

4. Seesaws may be made by placing boards over saw horses or over one long pole supported by two short poles or legs.
5. Merry-go-rounds may be made by setting up a post about three or four feet high and fastening to this a long board bolted so as to rotate.
6. Horse shoes can be secured from a blacksmith.

III. *Skills the Children Strengthened*

- A. They learned how to make a sentence outline.
 When the pupils made the rules for working, they decided that the first word in each sentence should tell something they would do. This naturally resulted in parallel structure.
- B. They learned to spell many needed words, such as: playground, equipment, swing, seesaw, city.
- C. They learned how to cut well-shaped letters.
- D. They developed taste in the mounting of pictures.
- E. They became more accurate in the use of a ruler in measuring inches and half-inches.
- F. They learned how to write invitations and business letters.
- G. They learned how to make clear explanations to visitors.

IV. *Attitudes and Ideals the Children Strengthened*

- A. They realized the importance of a critical attitude toward their own work.
 When one group was responsible for a piece of work, it was brought before the class for constructive criticism before completion. Changes were then made, or the entire work was done over if the children doing the work felt it necessary.
- B. They acquired more consideration for others.

It was necessary to share tools and materials; the small space available for

the work shop forced them to think of the rights of fellow workers.

V. Chart Showing the Manufacturing Companies and Cost of Minimum Playground Equipment

APPARATUS	COST	MANUFACTURER
Giant Stride	\$ 95.00	Sutcliffe & Co., Louisville, Ky.
Horse Shoes and Stakes.....	5.00	Any hardware store
Sand Bin	2.00 up	
Seesaw (four board).....	115.00	Sutcliffe & Co., Louisville, Ky.
Slide, Small	15.00	Marshall, Field & Co., Chicago, Ill.
Slide, Large	30.00	Marshall, Field & Co., Chicago, Ill.
Swing—Lawn	15.00 up	Sutcliffe & Co., Louisville, Ky.
Swing—Set of 6.....	175.00	Sutcliffe & Co., Louisville, Ky.
Swing—Set of 3.....	115.00	Sutcliffe & Co., Louisville, Ky.

GLADYS GOODMAN

EDUCATION AS A NATIONAL ASSET

I HAVE been reluctant to accept the honor of your invitation to address your body, because I feel that no layman can instruct a great profession such as yours, whose traditions and skill have been builded upon a century of experience. Nevertheless, it is the duty of the layman to express the indebtedness which lies upon us to so great a body as yours.

About one-fourth of the whole population of our country is always simultaneously engaged in the same occupation—the job of going to school. It is the largest group in any one employment. To use a term of the Census, it is truly a “gainful occupation.” Moreover, as nearly the whole people have worked at it at one time or another, no matter how diverse their later life may become, they all have a common memory of the school yard and the classroom, and they all have a lasting affection for some teacher.

Not three other industries in our country can boast of so large a physical plant as yours. Hundreds of millions are invested in new construction every decade, and still, in commercial slang, you are behind your

orders, as witness the unsatisfied demand for seats in the schools of every city in the country. Yours is a big business. And it is big in its responsibilities and bigger in its possibilities than any other business ever undertaken by our countrymen.

No nation in the world's history has so devoutly believed in, and so deeply pledged itself to, free universal education. In this great experiment America has marched in advance of all other nations. To maintain the moral and spiritual fibre of our people, to sustain the skill required to use the tools which great discoveries in science have given us, to hold our national ideals, we must not fail in the support and constant improvement of our school system.

Both as the cause and the effect the maintenance of our complex civilization now depends upon it. From generation to generation we hand on our vast material equipment, our knowledge of how to run it, and our stock of intellectual and spiritual ideas. If we were to suppress our educational system for a single generation the equipment would decay, the most of our people would die of starvation, and intellectually and spiritually we should slip back four thousand years in human progress. We could recover the loss of any other big business in a few years—but not this one. And unless our educational system keeps pace with the growth of our material equipment we will slip also.

An address delivered before the Department of Superintendence of the National Education Association, Washington, D. C., February 25, 1926.

*Our School System as the Foundation of
Our National Ideals*

To you school men and school women is entrusted the major part in handing on the traditions of our republic and its ideals. Our greatest national ideal is democracy. It is your function to keep democracy possible by training its children to its ways and its meanings. We have seen many attempts in late years to set up the forces of democratic government, but many of them are but the forms, for without a literate citizenry taught and enabled to form sound public opinion there is no real democracy. The spirit of democracy can survive only through universal education. All this has been said often enough before, but it seems to me will always bear repetition. I may add that we don't expect you to teach the gamut of local, national, and international problems to children. What democracy requires is a basic training of mind which will permit an understanding of such problems, and the formation of a reasonable opinion upon them. That the resultant will in the long run be an enlightened public opinion is a hazard upon the intelligence of our race that we the believers in democracy are willing to take.

Democracy is a basis of human relations far deeper than the form of government. It is not only a form of government and an ideal that all men are equal before the law; it is also an ideal of equal opportunity. Not only must we give each new generation the ideals of democracy, but we must assist them to an equality of opportunity through fundamental educational equipment.

Some poetic mind called America the melting pot for all races; there have been some disappointments in melting adults, but none will deny that our public schools are the real melting pot. Under our schools race, class, and religious hatreds fade away. From this real melting pot is the hope of that fine metal which will carry the advance of our national achievement and our na-

tional ideals. You have the responsibility of making America one and indivisible.

The Character of Our Teachers

Such a result in carrying forward national ideals was bound to accrue from the nature of our educational system. It has called its teachers from the body of the people, and has commissioned them to teach the ideals of the great body of our people as well as the knowledge of the more favored few. It is, therefore, in itself truly democratic. This teaching of ideals is by its nature spontaneous and unstudied. And it has had to be sincere. The public school teacher cannot live apart; he cannot separate his teaching from his daily walk and conversation. He lives among his pupils during school hours, and among them and their parents all the time. He is peculiarly a public character under the most searching scrutiny of watchful and critical eyes. His life is an open book. His habits are known to all. His office, like that of a minister of religion, demands of him an exceptional standard of conduct. And how rarely does a teacher fall below that standard! How seldom does a teacher figure in a sensational headline in a newspaper! It is truly remarkable, I think, that so vast an army of people—approximately eight hundred thousand—so uniformly meets its obligations, so effectively does its job, so decently behaves itself, as to be almost utterly inconspicuous in a sensation-loving country. It implies a wealth of character, of faith, of patience, of quiet competence, to achieve such a record as that.

Doubtless this means, also, that the profession attracts naturally the kind of people that ought to be in it—men and women of character and ideals, who love young people and who wish to serve the nation and the race. Teaching has always been an underpaid profession—though I do not admit that our rich democracy can any longer excuse itself for niggardliness toward those who so largely create its ability and upon whom its

whole existence is so dependent. Teachers always have preferred, and probably always will prefer, to lose a little money rather than to lose the chance to live so abundantly in the enriched lives of the next generation. They feel about their work as the critic Hazlitt felt about the conversation of literary men, "poor as it may be, once one has become accustomed to it, he can endure no other." I have never seen a teacher who left the profession, either a woman who married out of it, or a man who left it for other profession or business, who did not seem to hanker for the old scene where he or she was the leader of a little host that might contain in it the most important citizen of the world a few years hence. Certainly in your collective classrooms today sit practically all the leaders of tomorrow. It has been often said that one of you has a future President of the United States under training for his work; another has a future great artist, a great administrator, a great leader in science. To a mighty extent, that future flower in our national life will be the work of your hands.

The Stimulation of Ambition and the Creation of Character

Nor is it enough to have trained minds, or even to have implanted national ideals. Education must stimulate ambition and must train character. There have been educational systems which trained the intellect while they neglected character. There have been systems which trained the mind and debauched the character. And there have been educational systems which trained the body and mind and character to effectuate routine jobs while they failed to give either hope, inspiration, or ambition. There are countries whose school systems so depress ambition that the great mass accepts its absence not despairingly but gladly, where for any to attempt to rise above their groove is ridiculed even by their mates. Your results have surely been different. If there is any man in America so dead to ambition as not

to strive for a better lot, no member of Congress or officer of the Federal Government has ever met him. It seems to us at times as if every citizen of the republic had descended upon Washington, ambitious to get something better than he now has.

In the formation of character you have played a great and an increasing part. Your transformation from the spare-the-rod-spoil-the-child theory of character-building to that of instilling sportsmanship, leadership, and personal responsibility is making for character faster and better than ever before. I would not go so far as to say, nor, I am sure, would you claim, that you are altogether responsible for the distinctive virtues of the American character. You would yourselves refer to other influences, notably religion and the home, which share with you the responsibility for molding the characters of our young people. But certainly your part, as teachers, is very large in the result. There may be failures in character, and while the educated crook may achieve success as a crook, he does not secure honor or applause.

And I am less interested, as you are really, in the facts that you put into young folks' heads than in what you put into their spirits. The best teaching is not done out of a book, but out of a life; and I am sure that measured by this standard, it will be agreed that American teaching has been marvelously productive.

Some Economic Phases of Education

A century of scientific discovery has vastly increased the complexities of our national life. It has given us new and more complicated tools by which we have gained enormously in productivity and in standards of living. It has vastly increased the opportunities for men and women to attain that position to which their abilities and character entitle them. It has necessitated a high degree of specialization, more education and skill. It has greatly reduced the amount of human sweat. It has given the

adult a greater leisure which should be devoted to some further education. It has prolonged the period and widened the chance for the schooling of children. And from it all, your responsibilities have become infinitely greater and more complex, for you must fit each on-coming generation for this changing scene.

I could dwell at length upon the economic aspects and setting of our educational system. But I feel even more strongly the need of compensating factors among the nation's assets: learning and the development of science apart from material rewards, disinterested public service, moral and spiritual leadership in America rather than the notion of a country madly devoted to the invention of machines, to the production of goods and the acquisition of material wealth. Machines, goods, and wealth, when their benefits are economically distributed, raise our standard of living. But it requires the higher concept to elevate our standard of life.

The Educational System Has Proved Its Competence

In all these great tests of your work, the maintenance of our national ideals, the building of character, the constantly improving skill of our people, the giving of that equipment which makes for equality of opportunity, the stimulation of ambition to take advantage of it, no greater tribute can be paid you than to say that you are succeeding better than was ever done before in human history. No one pretends that the great American experiment has brought the millennium. We have many failures, but that great and fundamental forces like yours, coming yourselves from our people, are battling for moral and spiritual improvement is the high proof of the soundness of American mind and heart. It is not the occasional failure which counts; it is that the forces of right are vigorous and undaunted.

Future Development of the System

Our public school system cannot stand still in the form and character of its instruction—it must move forward with every advance in knowledge and it must erect additional bulwarks against every new malign social force. You are permitted but a short term of years in which to infiltrate a mass of ideas into each succeeding generation. Therefore our school system must utilize its intellectual and human material to the very best advantage. Probably the greatest lesson we had from the war was that of the better utilization of all our resources, whether human or material. Before the war many economists contended that any general war could last but a few months. They held that burning the candle at both ends by drafting millions of men away from production of food and other necessities into armies which were bent on destroying vast quantities of material, would shortly bring its own breakdown. But the war revealed that by better training and by the better utilization of men and material we could increase production and decrease waste. The impetus of this lesson continues with us still. One of its results has been to increase the desire for more education, and we are overwhelmed by the demands of our youth for further instruction. The astonishing increase in our high school and university attendance is but one of its results. With this has come a renewed earnestness of your profession to re-examine the basis of education to bring this instrument to bear more effectively upon the present world. Your efforts to solve the problems of misdirected education, of better organization of the school system itself, to vitalize its relations to the rural communities, to further integrate our educational systems into the life of the communities, and a host of other problems, are not only great services to the nation, but they are also proof of the vitality of your profession and of the fine acceptance of your responsibilities.

Hundreds of demands are made upon you to introduce new strains of instruction. I, myself, as head of the American Child Health Association, have been guilty of such requests. You cannot abandon the fundamentals of knowledge and training for the inclusion of everything, no matter how worthy. And most of us are willing to trust to your judgment upon our appeals.

In Summary

But after all, our schools do more than merely transmit knowledge and training; they are America itself in miniature, where, in a purer air and under wise guidance, a whole life of citizenship is levied experimentally with its social contacts, its recreations, its ethical problems, its political practice, its duties and its rewards. Ideals are developed that shape the whole adult life. Experience is gained that is valuable for all the years of maturity. I would be one of the last people in the world to belittle the importance of the exact knowledge that teachers impart to their pupils—as an engineer I set a high value upon precise information—but knowledge, however exact, is secondary to a trained mind and serves no useful purpose unless it is the servant of an ambitious mind, a sound character, and an idealistic spirit. The dangers of America are not economic or from foreign foes; they are moral and spiritual. Social and moral and spiritual values outrank economic values. Economic gains, even scientific gains, are worse than useless if they accrue to a people unfitted by trained character to use, and not abuse them.

I should say that your work, then, is of three categories: The imparting of knowledge and the training of mind, the training of citizenship, and the inculcation of ideals. I should rank them in that ascending order. And I should add that our nation owes you a debt of gratitude for your accomplishments in them.

HERBERT HOOVER

WHAT MAY DAY REALLY MEANS

The celebration of May Day as Child Health Day, first suggested two years ago by the American Child Health Association, has come to be widely accepted as an appropriate time to take stock of child health conditions in America and to plan for the future.

In looking about for ways and means to stimulate a permanent and effective health program, teachers may find much help in the suggestions for rural schools worked out by Dr. Florence A. Sherman, Assistant Medical Inspector of Schools, New York State Department of Education. It follows:

THE RURAL SCHOOL HEALTH PROGRAM

How the Trustee Can Aid

By interesting himself personally in the sanitary conditions and health equipment of his schools, such as the following:

Heating and ventilating with a ventilating jacketed stove (room heater).

Providing a thermometer for every classroom.

Providing window boards or screens, thus making good ventilation at all times.

Providing light from the left (window glass area allowed being one-fifth of the floor space).

Having the school building kept clean, scrubbed, aired; moist sweeping and dusting at stated intervals.

Providing seats and desks which are healthful, comfortable, separate and adjustable.

Supplying books which are clean, sanitary and attractive and so stimulating interest of pupil.

Supplying drinking water from a pure source, preferably from a sanitary drinking fountain; if this is not possible, from a porcelain covered water container.

Supplying individual cups, furnished by board or by child (state law).

Supplying water and utensils for washing the hands, individual towels (paper), soap (liquid or shaved).

Providing sanitary toilets and keeping them clean.

Keeping the building in good repair.

Providing adequate and suitable playgrounds.

By appointing his medical inspector early in the school year (securing the best) and so making possible earlier corrections of defects found.

By rendering his report promptly and as fully as possible to the district superintendent of schools at the time specified by the State Department of Education.

By visiting the schools occasionally and showing an interest in the health of pupils and teachers.

How the District Superintendent Can Aid

By making additional personal effort to stimulate the school health program, through the teacher, urging a personal interest in each child.

By noting sanitary conditions of buildings whenever he visits the school, seeing that conditions are made and kept healthful, such as heating, lighting, ventilation, cleanliness, healthful seats, drinking water, washing facilities, toilets, playgrounds, etc.

By stimulating competition in his various schools, in health efforts, such as daily health habits instruction, health clubs and correction of physical defects.

By taking a personal interest in all health activities in each of his schools, speaking about them to teachers and parents whenever opportunity presents.

By notifying the State Medical Inspector of all conferences with teachers.

By endeavoring to show the need and value to parents and trustees of a district school nurse, and the possibility of districts combining to obtain one.

How the Teacher Can Aid

By making health a personal asset.

By radiating health by example and enthusiasm.

By being an example in personal hygiene, cleanliness, clothing, etc.

By believing in the practice and teaching of daily health habits, such as plenty of sleep, plenty of fresh air, right food habits and combinations, baths, mouth hygiene, water drinking, toilet habits, posture, breathing, play, cheerful thinking, etc.

By seeing that the classrooms are kept well ventilated and in as healthful condition as possible during school hours.

By seeing that the toilets are properly provided for and in wholesome condition.

By seeing that the drinking water is pure, fresh and well protected.

By being keenly interested in all school health activities, stimulating greater endeavor to keep well; teacher, pupils, parents, school doctor, nurse working together to make this possible.

By making the physical exercise drill snappy and worth something.

By going over health records on which physical defects are noted, monthly, and making a personal effort to bring about corrections, by talking with the child, and communicating with parent by note, or personal interview.

By knowing, if possible, the parents of every child and endeavoring to work in closest co-operation with them.

By working in close co-operation with all health activities in school and out.

By seeing that health records of pupils are sent on with the pupil from grade to grade, and from school to school.

How Parents Can Aid

By believing in and having themselves, at least once a year, a health examination.

By seeing that children are trained early in daily health habits of sleep, baths, food,

mouth hygiene, water drinking, toilet habits, clothing, rest, play, posture, breathing, etc.

By having their children enter school physically fit, health habits formed, corrective needs cared for, bill of health clean.

By appointing the best and not the cheapest doctor for school service.

By responding early to notices of physical defects sent by the school doctor, by conference with the family physician or specialist.

By believing that the school doctor, nurse and teacher are friends, not foes.

By permitting sufficient removal of children's clothing to make possible better examinations by the school doctor.

By taking an active interest in the school health program.

By visiting schools at intervals, knowing the teacher and noting the sanitary conditions of the building, etc.

By insisting on clean and wholesome buildings and healthful equipment.

How the School Doctor Can Aid

By being a hygienist himself in every sense of the word.

By embodying and radiating health as far as possible.

By endeavoring to give to all those under his direction the health viewpoint, emphasizing health and not disease.

By being enthusiastic in his work and so stimulating enthusiasm in teacher, nurse and pupil.

By being interested in keeping up the normal health index in the schools of his district.

By outlining his health program to parents, teacher, nurses and pupils early in the school year, and so securing better understanding and coöperation.

By presenting various health topics periodically to parents, teacher, nurse and pupils.

By emphasizing the importance of keep-

ing well through the practice of daily health habits.

By explaining to parents the importance of early correction of physical defects found, the reasons, etc.

By making the physical examinations early in the school year and so securing earlier corrections.

By interesting himself and making special examination of pupils entering athletic games, and being able to prescribe suitable corrective exercises in special postural cases and to regulate group exercises in order to promote the best physical development in normal children, emphasizing good body mechanics.

By working in close co-operation with authorities and all other health agencies.

By being strictly ethical in his school work in relation to the family physician.

By realizing the importance of his work and his splendid opportunity to present a health message.

How the School Nurse Can Aid

By being physically fit herself.

By having the health viewpoint.

By practising what she preaches.

By being enthusiastic and so creating keen interest in her health clubs and talks.

By working in close touch with all teachers.

By assisting the school physician when he makes the physical examinations.

By making additional effort in special classes and for individual children to bring about desired results.

By working in close co-operation with all health activities in school and outside.

By interested and tactful visits to the homes in her efforts to bring about correction of physical defects.

By being strictly ethical in her relations with the school and family doctor, and loyal to school authorities.

By making health contagious in her personal contacts.

ENGLISH NOTES

"HONORABLE JUDGES"

Announced as an innovation at William and Mary, the debate between representatives of that college and a team from the University of Arizona on March 19 was settled by a vote of the audience, not by the usual decision of three judges. Yet such a procedure is not altogether new. British debating teams recently visiting the United States have preferred that method of settlement, and indeed it has been urged for some years in the United States by such men as Dr. T. W. Gosling, of Madison, former president of the National Council of Teachers of English.

In normal life situations, say the proponents of this plan, people do not have much need for submitting formal arguments before a selected tribunal; rather is there a need in a democracy for effective presentation of arguments before the populace or its representative bodies. Unless debating is to provide practice only for lawyers who will lay their arguments before a court, then, it would be wiser if debating might be carried on under conditions similar to those which the great majority of students will later have to face.

Stephen Leacock, widely known satirist and professor of political science at McGill University in Canada, writes feelingly of the usual formal debate. Following the selection of a subject "as broad as the continent and as comprehensive as the census," the debaters prepare feverishly, he says—"and the victory goes to whichever side has more completely swallowed the census and makes a longer array of citations of statistics."

"The proper method," says Leacock, "should be the exact reverse. The subject should be, if possible, one in which the student takes a real interest, something that has come into his life and about which he really wants to talk. . . . A subject of interest, defying exhaustive statistical treat-

ment; relatively short notice, rather than collection of material; the attempt to speak what is in one's mind, not the repetition of what came out of someone else's—these are the things that make a real debate."

DRAMATIC CONTESTS IN NORTH CAROLINA

By assisting in the organization of dramatic clubs and by encouraging the writing of native plays, the University of North Carolina is serving well the people of the Old North State. The Carolina Dramatic Association has been created and fostered by the University's Bureau of Community Drama, under the leadership of Professor Frederick H. Koch, and now, in its third year, consists of forty-five high school clubs, seven college clubs, and five community clubs.

As the culmination of dramatic contests held at five or six centers in both Eastern and Western Divisions of the state, a final contest between the two winners was staged at Chapel Hill March 25th, during the annual meeting of the Association held March 24 to 27. Apparently, dramatic contests are as general in North Carolina as the so-called literary contests (consisting of debates, declamations, and readings) are in the Old Dominion.

There are three contests settled in this annual meeting of the Carolina Dramatic Association—one for each of the three groups: a community contest, a high school contest, and a college contest. In addition to the plays, programs this year given over to the discussion of "Dramatics as an Accredited Subject in High Schools," "Costuming," "Suggestions for Chapel Exercises," and other such matters. Professor Milton M. Smith, of Teachers College, Columbia University, addressed the delegates on "Producing the High School Play," and also gave a demonstration of folk dances.

North Carolina's service in thus stimulating a wholesome interest in dramatics will have the admiration of Virginia teachers

who wish that their school entertainments, rural as well as urban, might be touched by a somewhat surer feeling for the artistic in literature. It was such an ambition that President H. W. Chase, of the University of North Carolina, gave expression to when, in dedicating the new Playmakers Theatre, he hoped: "That it may make possible about our common life a little more of the stuff that dreams are made of; a little less of monotony, a little more glamour about our days; that the horizons of imagination shall be enlarged so that we shall come more steadily and wholly to see the place of beauty—and of its handmaiden, art—in a civilization not too much given to its encouragement."

IS THIS SHOCKING?

"Why can't the school authorities set up an irreducible minimum of essentials and insist that every child come through with 100 per cent? *I would apply this principle in English instruction, stressing correct usage habits.*" Thus wrote a business man—vice-president of a great trust company—in the *Educational Review* for February. Added significance attaches to the article because of its complete endorsement by the editor, William McAndrews, Superintendent of Schools of Chicago and former president of the National Education Association.

From "The Output of the Public Schools" it is possible here to quote only a paragraph or two. It bears not solely on the teaching of English, of course; but what is here quoted can be applied by the teacher of English in striking fashion if he is willing to think the matter straight through. Read:

"The percentage-marking system employed in the schools gives the youngster false concepts with which to begin his business or professional career. The 90 per cent, which in school he has been taught to consider excellent, is unacceptable in life. A 10

per cent mistake in receiving a deposit, or cashing a check, or figuring interest on a note, whether the mistake be in favor of the customer or the bank, simply won't stand. Anything less than perfection is failure. In the arithmetic of life, there are only two percentages—100 and 0.

"From observation in the educational world and in the business world and through my knowledge of human nature, I arrive at the conclusion that our course of study, surely in the elementary school and possibly in the high school, ought to be clearly divided into two parts:—the mechanical *memoriter* side, and the theory side. The former should be drilled thoroughly into every child and should be the basis of promotion; the latter should be offered to all children but can be thoroughly and completely grasped by only a portion of them. Review and drill upon the lower-grade mechanical processes must be kept up in succeeding grades if the youngster when he leaves school and tackles life is to be as adept as he ought to be in handling figures."

TWO KNIGHTS WITH BUT A SINGLE THOUGHT

"It was probably because . . . of his dislike of sham and his insistence upon reality that Shakespeare was apparently opposed to the make-believe of painted faces and to the folly of drunkenness." This is the conclusion reached by Professor Alfred A. Kern, head of the English department at Randolph-Macon Woman's College, in a paper on "Shakespeare and Drunkenness," issued as Number 1, Vol. XII, of the quarterly bulletins published by the college at Lynchburg. Citations are made from *Henry IV*, *Twelfth Night*, *As You Like It*, *Othello*, *Antony and Cleopatra*, and *Hamlet*, principally,—with special attention of course to Falstaff and Sir Toby.

Dr. Kern is vice-president of the Virginia English Teachers Association.

HOW THEY'RE PRONOUNCED

The Haverhill (Mass.) Public Library has published the following list of correct pronunciations of names of authors, in which the accented syllables are printed in capital letters:

- Stacy Aumonier—(O-MON-ye).
 John Ayscough—(Ask-kew).
 Stephen Benet—(Ben-AY).
 Vicente Blasco-Ibanez—(Vee-THENT-ay Blahs-ko Ee-BAHN-yeth).
 Johan Bojer—(Yohan Boy-er)
 Phyllis Bottome—"tome" like "home").
 Van Wyck Brooks—(long "y").
 Heywood Broun—(Hay-wood Broon).
 John Buchan—(BUCK-an).
 James Branch Cabell—"Cabell" like "rabble").
 Willa Cather—(Put an Irish "h" in "mather" and rhyme it with "that").
 Mary Cholmondeley—(CHUM-li).
 Padraic Colum—(PAHD-ric Colm).
 Royal Cortissoz—(Cor-TEE-suz).
 John Dos Passos—"o's" and "a" short).
 Fedor Dostoevski—(Dos-toi-YEF-ski).
 Lord Dunsany—(Dun-SA-ni; long "a").
 St. John Ervine—(Sin-jun Ervyne).
 John Galsworthy—"Gals" like "hauls").
 Katherine F. Gerould—(GER-ald).
 Arthur Guiterman—(GEEter-man; hard "g").
 Joseph Hergesheimer—(4 syllables; "ei" like long "i").
 Ralph Hodgson—"Ralph" like "Rayfe").
 Emerson Hough—(Huff).
 A. E. Housman—(Like "house").
 James G. Huneker—(HUN-e-ker; short "u").
 Sheila Kaye-Smith—(Shee-la Kay-Smith).
 William LeQueue—(LeCUE).
 Gaston Leroux—(Le-ROO).
 Vachel Lindsay—"Vachel" like "Rachel").
 Arthur Machen—(MAK-en; long "a").
 Percy Mackaye—(Mac-KYE).
 Don Marquis—(MAR-quis; as spelled).
 Somerset Maugham—(Mawm).
 Marie C. Oemler—(URM-ler).
 Oliver Onions—(O-NIGH-ons).
 Baroness Orczy—(ORT-sy).
 Joseph Pennell—(PEN-ell).
 Michael Pupin—(Pu-PEEN).
 Victor Page—(Pa-ZHAY).
 Agnes Repplier—(REP-pler).
 George Santayana—(San-ta-YA-na; all "a's" broad).
 Lew Sarett—(Sar-ETT).
 Henryk Sienkiewicz—(See-EN-kee-vitz).
 Lytton Strachey—(Littun STRAY-chee).
 John M. Synge—"Synge" like "Sing").
 Louis Untermeyer—(like "higher").
 George C. Van Schaick—(Van Skoik).
 Mary C. E. Wemyss—(Weems).
 Stanley J. Weyman—(Way-man).
 W. B. Yeats—"Yeats" like "Yates").
 Israel Zangwill—(Sang-will).

IN VULGATE, TRUTH

"Education pays," shouted the Fourth of July orator.

"Pays who?" muttered the thin professor.

PROFESSIONAL DRESS FOR
TEACHERS

Colored smocks, in shades to suit individual taste, have been adopted as the professional dress for practice work with little children by students of the Cleveland kindergarten primary training school. The smocks may be used in lieu of a dress in warm weather, and may be worn over the street dress in winter. They are washable, they can be obtained in a number of bright colors, the children admire them, and they help create a cheerful atmosphere. The freedom of movement, the suitable neck lines, long sleeves, and pockets large enough to hold notebook and pencils, add to their appropriateness.—*School Life*.

PHENOMENAL GROWTH OF IN-
STRUCTION IN SWIMMING

A striking adventure in American pedagogy is the growth of instruction in swimming and watermanship. High school buildings and playgrounds contain swimming facilities. Many colleges include swimming as a prerequisite for a degree. In military posts and at summer civilian training camps instruction in swimming is given as a matter of course. The American Red Cross has been the most significant factor in promoting water safety. In Chicago, New York, Boston, and Springfield are institutions that produce swimming directors.—*School Life*.

A SONG OF HOME

Sing me a song of home,
 Of waves that curl the shore,
 Of yellow sand in the blazing sun,
 And the sea-planes rising one by one.
 O sing me a song of home.

LINDA CARTER

THE VIRGINIA TEACHER

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Manuscripts offered for publication from those interested in our state educational problems should be addressed to the editors of *The Virginia Teacher*, State Teachers College, Harrisonburg, Virginia.

EDUCATIONAL COMMENT

DRINKING CUP CONDEMNED

With laws against the common drinking cup written in the statutes of forty-six of the forty-eight States of the country and with local regulations against this spreader of contagious disease as part of the Sanitary Code of many cities and towns, there has been evident in the past year a general tendency to strengthen these laws and regulations so that the common glass will be abolished entirely at public drinking places.

This new protection for public health is the result of the most vigorous combined campaign that has been instituted since the original agitation against the common cup in 1910. It has been found by those who have investigated conditions that prevail in soda fountains, hotels, restaurants, theatres, motor camps, picnic grounds, and other public places that the only measure of absolute safety is to compel the use of sanitary paper cups that are destroyed after a single service.

These investigations were conducted in concert by Federal, State, and municipal authorities, working in co-operation with civic health groups and women's clubs. Their united activities produced the greatest

benefit that any year in the last fifteen has witnessed. The activities against the common cup or drinking glass are believed to be responsible in a great measure for the year's reduction in the rates of illness and death. The gradual elimination of what the United States Public Health Service calls a "germ exchange" has reacted favorably for national health.

Surgeon-General Hugh S. Cumming, of the Public Health Service, inaugurated the campaign in the most striking manner. In a lecture broadcast over the radio from forty-six stations in the United States and Canada the millions who listened in were informed that the common cup is an agent for the transmission of tuberculosis, pneumonia, influenza, diphtheria, scarlet fever, measles, whooping cough, cerebro-spinal meningitis, poliomyelitis (better known as infantile paralysis), smallpox, chickenpox, mumps, German measles, septic sore throat, and the common colds.

MUSIC TEACHERS

The United States Civil Service Commission announces the following open competitive examinations: Music Teacher, Elementary (Grades 1-6), \$1,200; Music Teacher, Junior High School (Grades 7-9), \$1,320; Music Teacher, Senior High School (Grades 10-12), \$1,500.

Receipt of applications for these positions will close May 18. The examinations are to fill vacancies in the Indian service, and in positions requiring similar qualifications.

The duties of these positions are to organize and train mixed choruses, quartets, and other musical organizations, and to give vocal lessons and instrumental lessons, particularly on the piano.

Competitors will not be required to report for examination at any place, but will be rated on their education, training, and experience.

Full information and application blanks may be obtained from the United States Civil Service Commission, Washington, D.

C., or the secretary of the board of U. S. civil service examiners at the post office or custom house in any city.

INCREASED STIPEND FOR RHODES SCHOLARS

Rhodes scholars from the United States and Canada during the past 20 years, according to a statement of the American secretary of the Rhodes Trust, have made almost identical academic records at Oxford University. Among the 420 candidates for appointment considered at the last election of scholars to enter the university in October, 1926, Ohio led with 39 candidates, and Pennsylvania had 30. The stipend has been increased recently, and the 32 men elected will have an annual income of £400 each for the three years of their residence at Oxford.

THE AIM OF EDUCATION

Books, says the student,
Knowledge, the scholar.
Character, says the preacher,
Truth, the philosopher.
Beauty, says the artist,
Happiness, the Epicurean.
Self-control, says the Stoic,
Self-denial, the Christian.
Loyalty, says the ruler,
Patriotism, the patriot.
Wisdom, says the old man,
Achievement, the youth.
Courage, says the soldier,
Success, the merchant.
Wealth, says the banker,
Vision, the dreamer.
Play, says the child,
Love, the maiden.
Friendship, says the comrade,
Personality, the teacher.
Health, says the physician,
Growth, the biologist.
Unfoldment, says the psychologist,
Adjustment, the sociologist.
All these and more, says the true Educator.—DR. M. M. PARKS.

UNIVERSITY SUPERVISES FINANCES OF STUDENT ACTIVITIES

To insure sound business methods and safeguard the financial integrity of student activities at Miami University, Oxford, Ohio, all financial officers of such activities are under supervision and their books are audited at regular intervals by the university authorities. The student activities, including fraternities and sororities, number about 90 and disburse more than \$184,000 annually. A uniform system of bookkeeping has been adopted and adapted to the several organizations. Budgets for the year are prepared in advance and must be strictly observed.

Rural supervisors of Negro schools, employed under the Jeanes fund, are an important factor in the educational program of Virginia. During the school year 1924-25, 56 of these workers were engaged in 53 counties in the state, their labors resulting in improved conditions in homes and schools of the colored people in many sections. In addition, Jeanes agents raised more than \$100,000 for educational work among the Negroes in Virginia.

THE TEN MARKS OF AN EDUCATED MAN

He keeps his mind open on every question until the evidence is all in.
He always listens to the man who knows.
He never laughs at new ideas.
He cross-examines his day-dreams.
He knows his strong point and plays it.
He knows the value of good habits and how to form them.
He knows when not to think and when to call in the expert to think for him.
You can't sell him magic.
He lives the forward-looking, outward-looking life.
He cultivates a love of the beautiful.
—ALBERT EDWARD WIGGAM.

BOOKS

A MONUMENT TO SOCRATES

THE DISCOVERY OF INTELLIGENCE. By Joseph K. Hart. New York: The Century Co. Pp. 431. 1924.

Here is a book which, like many an actor in a new rôle, wears a mask! Who of us would look under this novel and captivating title for a textbook in the history of education? But the merited success of the same author's earlier treatise, *Democracy and Education*, called for this more popular, beautifully-garbed and illustrated, untechnical yet philosophical, treatment of the development of education.

Dr. Hart takes as his thesis the concept that the discovery of intelligence, begun by Socrates—though slowed down immeasurably through the era and the attitude known as medievalism, by the dominance of tradition, custom, or the "folkways"—is now coming to be increasingly accomplished. "Custom suppresses individual impulse, originality, and personal initiative." Intelligence is as "fluid as the conditions of existence. There is no end to the possibilities of development."

However, the author hastens to state that democracy, the "intellectual antithesis of the folkway spirit," has not fully found itself in the task of building the new freedom into the lives of children. Its ever-unsolved problem is that of the development of an "intelligence equal to the social task" and a preparation for the ever-increasing freedoms of youth. The reason for the lack of success lies, he believes, in the fact that we have been trying to organize education for democracy with the tools of an earlier non-democratic and often anti-democratic society.

Note the striking conclusion of the discussion: "The schools are either the hope of democracy, or they are the defeat of democracy. They will prove to be the hope of democracy if they learn how to discover the intelligence latent in the community, especially in the children, and turn it to con-

structive ends. They will prove to be the defeat of democracy if they fail to discover that latent intelligence; or if they shall not know what intelligence is when they come upon it; or if they shall be frightened of it and suppress it, substituting for it the materialisms and dogmatisms of old bookish knowledges." This challenging statement is a summary of the author's study of the value of history for the modern educator.

Have we here, then, a textbook for courses in the history of education? Some critics will point out the lack of teaching helps other than a large number of well-selected illustrations and an appended bibliography; others will criticize the large emphasis laid upon the earlier periods. The reviewer is of the opinion that with the aid of supplementary materials, particularly original sources, this will be found the best guide-book available, at least where time and the maturity of students are sufficient for the real mastery of the subject. Furthermore, its reading by our teaching and administrative staffs and by the intelligently interested public is calculated to aid tremendously in enabling America to get the larger and total view of her educational job and responsibility.

W. J. GIFFORD

BRIDGING THE CHASM

UNIFIED KINDERGARTEN AND FIRST-GRADE TEACHING. By Samuel Chester Parker and Alice Temple. Boston: Ginn and Company. 1925. Pp. 600. \$2.00.

Until very recently the gap between the kindergarten and first grade has been a tremendous gulch dividing, as it were, the child's life so that the activities which he engaged in on one side were cut off entirely from any he might engage in on the other. No account was taken by the teacher on either side of the value on the other; each went her own way guided by her own ideals, oblivious to what might be gained by mutual co-operation.

The authors, because of their wide experience and study, are not blind to this

difficulty. They state both sides of the case, recognizing good in each—the isolated kindergarten and the old-fashioned first grade—and then show clearly and definitely how these values may be utilized in bringing the two into harmony.

The book is written in a very readable style, interesting alike to the classroom teacher and the supervisor. It contains many stenographic reports of actual classroom recitations and is filled with pictures of children at work and play, in and out of the school.

It is recommended to the teacher of young children who would improve her teaching. A knowledge of kindergarten education is not necessary to an understanding of the book; it begins with the simplest activities of children, shows how they may be utilized in developing the three R's and how, out of these, more complex activities develop. It is a book which every teacher should own, and should be in the library of every normal school and teachers college.

MARY LOUISE SEEGER

WHAT CHILDREN LIKE TO READ

WINNETKA GRADED BOOK LIST. By Carleton Washburne and Mabel Vogel. Chicago: American Library Association. 1926. Pp. 286. \$1.75.

What do children really like to read? Teachers converted to the doctrine that power in reading is best gained by practice in reading interesting material have daily need for an answer to this question. So this study, made under a grant from the Carnegie Corporation through the American Library Association, is as timely as it is thorough.

There are some rather amazing things in the book: that "Little Black Sambo" and "Tale of Peter Rabbit" should be placed in the fourth grade list makes one wonder if those children had a chance at them earlier; and there seems to be no explanation satisfactory to this reviewer of the fact that the trained librarians did not star as especially valuable Rose Fyleman's "Fairies and Chimneys." But these things are mere de-

tails. We have here a pioneer study scientifically done, a study that gives us very definite suggestions as to a point of departure not only for our concrete work in guiding children's reading, but also for further investigation in the field.

KATHERINE M. ANTHONY

SHAKESPEARE

A SHAKESPEARE HANDBOOK. By the late Professor Raymond M. Alden. Introduction by Felix E. Shelling. New York: F. S. Crofts and Company. 1925. Pp. 240. \$1.35.

The further we advance from the Age of Shakespeare the more convinced we become that the great playwright was not for his age alone, but that he was for all time. Surely the making of books about him and his art goes on with increasing interest and zeal. Perhaps little that is new remains to be said; certainly much that is useful may yet be contributed. This modest little handbook is chock-full of the *useful*.

The purpose of the manual, as stated by the author, "is to place in the hands of students of collegiate grade, and of other mature but not learned readers, the materials needed for the study of the principal works of Shakespeare." The nineteen dramas included are assumed to be of "chief interest" to those for whom the book was intended.

To enable the student to understand these plays better, the author groups his data under two heads: (1) source material, and (2) linguistic, which he further subdivides into grammatical and glossarial. The glossary takes into account the principal peculiarities of the vocabulary. The grammar notes stress only the more common or important differences of usage which are likely to demand attention from the student. No claim is made either of completeness or of comprehensiveness for the source material, the aim being to reproduce just enough to make it possible for the student to trace the main outlines of the dramatist's method in transforming the old plots to serve a fresh purpose.

SHAKESPEAREAN STUDIES SIMPLIFIED. By Frederick Warde and B. F. Siske. Fort Worth, Texas: Pioneer Publishing Company. 1925. Pp. 189. \$1.50.

Two centuries ago the celebrated divine, Dr. Francis Atterbury, confessed his inability to understand Shakespeare's dramas. In 1721 he wrote: "There are allusions in him to an hundred things, of which I know nothing and can guess nothing." The authors of this suggestive book, *Shakespearean Studies Simplified*, are convinced that students of today should approach the plays with confidence that they are not difficult to understand; for difficulties make impossible the reading of them for pure pleasure.

Owing to their meager preparation and lack of vivid imagination, inexperienced readers are sure to encounter complicated problems. Plots are involved and characters are abstruse. Clarification and simplification are the high aims of this little volume. How to study a play: How to analyze a plot, how to read a play, how to weigh human nature, and how to outline a play constitute the most significant topics. Complete outlines, by scenes, of fifteen of the principal plays are included.

"The lover of Shakespeare begins by reading the plays for pure pleasure and ends by reading them for greater pleasure."

C. H. HUFFMAN.

THE CHILD'S OWN WAY SERIES, by Marjorie Hardy. Chicago: W. H. Wheeler Publishing Company. 1926. WAG AND PUFF: A Primer. Pp. 144. 60 cents. SURPRISE STORIES: A First Reader. Pp. 144. 60 cents. FIRST GRADE MANUAL. Pp. 304. 80 cents.

There is now a well established body of psychological principles underlying our procedure in the teaching of reading. The majority of the new readers attempt an application of these principles to classroom procedure. But the author of this new set of readers for beginners has gone a step further; she has outlined the stages of the reading process that each child passes through and adapted the procedure to his

needs at each stage. The resulting treatise on method in beginning reading will be felt wherever primary teachers are on the alert for a better way of teaching.

The books themselves are a delight both to the child and the adult. Stripped of all methods, they appeal to the child as story books. This appeal is increased by the fact that the content deals with things of intrinsic interest to the six-year-old and that from the first page of the primer the books are written as a story and with style.

All in all, this set of books makes one yearn to go back and learn to read again. Not finding that possible, first grade teachers throughout the country will be content with an even keener pleasure, that of watching little children enjoy learning to read.

KATHERINE M. ANTHONY

AN ENGAGING VOLUME

THE CHILDREN'S POETS. By Walter Barnes. Yonkers-on-Hudson. New York: World Book Company. 1924. Pp. 264. \$1.80.

Aside from "The Three Owls," Anne Carroll Moore's department in *The New York Herald-Tribune Books*, and the occasional discriminating article in the *Bookman* or the *Elementary English Review*, there is not an abundance of material at the command of teachers—material, that is, which offers them sympathetic interpretation of children's poets. Professor Barnes has here brought together such essays.

He has given chapters on each of the following: Mother Goose, Anne and Jane Taylor, Robert Louis Stevenson, William Blake, Christina Rossetti, Walter de la Mare, Edward Lear, Lewis Carroll, Eugene Field and James Whitcomb Riley, Frank Dempster Sherman, Laura Elizabeth Richards, Lucy Larcom, and Celia Thaxter. Except in the instances of Field, Riley, Sherman, Larcom, and Thaxter, he has followed the essay by from four to fifteen pages of selected poems.

In each essay, however, numerous poems are cited in the critical interpretation of the

author. And a bibliography provides an annotated list of anthologies as well as a supplementary list of less well known poets.

The volume should be especially valuable in classes of prospective teachers who may thus be prepared to *engage the interest* of grammar-grade children. Not only in his interpretation of what he calls the "earth-born," but in his sensitive response to such "heaven-sent" as Blake, Stevenson, de la Mare, the author has shown his fitness for this responsible task.

CONRAD T. LOGAN.

OTHER BOOKS OF INTEREST TO TEACHERS

THE PSYCHOLOGY OF THE PRESCHOOL CHILD. By Bird T. Baldwin and Lorle Stecher. New York: D. Appleton and Company. 1925. Pp. 305.

An account of the work done in the preschool laboratories of the University of Iowa. Of special interest to all workers with young children because of its careful study of behavior under controlled conditions. The descriptions of equipment and of the school activities are significant for lower primary as well as for kindergarten and nursery school.

THE PSYCHOLOGY OF ELEMENTARY EDUCATION. By A. S. Edwards. Boston: Houghton Mifflin Company. 1925. Pp. 333.

A survey of educational psychology with special applications for teachers in the upper grades. Good lists of references brought up to date.

BOBBY AND BETTY AT HOME, by Katherine Elizabeth Dopp. Chicago: Rand McNally Company. 128 pages.

A primer based on the activities of the family, including the child's play. The rimes included make the book particularly valuable. Well illustrated.

BOBBY AND BETTY WITH THE WORKERS. By Katherine Elizabeth Dopp. Chicago: Rand McNally Company. 1923. Pp. 199.

Primary teachers will find much use for this supplementary reader based on the activities of city workers. Here the child may read delightful stories about the baker, the milkman, the scissors grinder, the balloon man; even his chief friends and heroes, the policeman and the iceman, are not forgotten.

EASY LATIN. By Jared W. Scudder. New York: Allyn and Bacon. 1925. Pp. 307. \$1.25.

The General Report of the Classical Committee suggested that a larger amount of easy Latin should be furnished for reading in the first two years and that less stress should be placed upon the many uses of the cases and the subjunctive. From this suggestion sprang the book *Easy Latin*.

It is made up of readings drawn from Roman mythology, Roman life, and Roman history adapted from Livy. Beginning with nouns and adjectives of the first declension, the stories gradually advance through all the inflections of nouns and verbs required for reading the various selections. The many illustrations add interest and make the reading easier. Not only does *Easy Latin* serve for a reader for beginners, but it is especially useful for sight reading.

A DAY IN OLD ROME. By William Stearnes Davis. New York: Allyn and Bacon. 1925. Pp. 482. \$1.80.

This is a book that will interest the student of Latin, the student of history and economics, and also the general reader. It describes in a direct and natural manner the ancient city of Rome in the second Christian century. This time was chosen by the writer because "Rome was then architecturally nearly completed" and the Empire seemed most prosperous.

Every phase of Roman life is considered. Some of the things discussed are the streets and street life, homes, marriages, costumes, and personal adornment, social orders, education, courts and orators, religion, public games, and economic life. More than a hundred illustrations throughout add to its attractiveness.

SHORT PLAYS FOR JUNIOR AND SENIOR HIGH SCHOOLS. Selected and edited by James Plaisted Webber and Hanson Hart Webster. Boston: Houghton Mifflin Company. 1925. Pp. 313. \$1.20.

Eight plays of fancy, six plays with a literary background, six plays based on history and tradition. The suggestions to students and teachers in the back of the book are full and valuable. Notes on play-writing include three plays written by students; there are discerning statements about the rudiments of acting; and working lists of short plays, of collections, of modern drama, of reference books, of plot sources for those who would write, all are well done.

PRACTICE EXERCISES AND CHECKS ON SILENT READING IN THE PRIMARY GRADES, by Laura Zirbes. New York: Lincoln School of Teachers College. 1925. Pp. 65. 35 cents.

This little booklet is a double header in that it contains both an account of an experiment in practice exercises in reading and ample illustrations of them. The illustrative material is varied, containing some schemes not generally used.

PRACTICAL TEACHING: Book One, Larøe Projects in Geography, by Charles A. McMurry. Richmond: Johnson Publishing Company. 1925. Pp. 222. \$2.00.

This book is most timely in its offering of four big units of instruction in geography, organized around the discipline of principles rather than that of facts. For in each case Dr. McMurry begins with a magnet idea which draws unto itself the minor problems as a magnet draws filing. There is a richness of subject matter provided that will be a boon for the busy classroom teacher, especially where her library facilities are limited.

ESSAYS BY PRESENT-DAY WRITERS. Edited by Raymond Woodbury Pence. New York: The Macmillan Company. 1924. Pp. 360.

Believing that "there is nothing in the composition course upon which time may be spent more profitably than upon the familiar essay, and that no form of the student's writing will maintain a higher level of excellence," the editor of this collection has magnified the familiar essay as a teaching device in the composition class.

It is a most attractive anthology—one of the best among the numerous essay collections published during recent years. In addition to the forty essays there are brief biographical notes and a valuable working list of essay volumes.

THE WORLD'S BEST SHORT STORIES OF 1925. Edited by William Johnston. New York: George C. Doran Company. 1925. Pp. 415. \$2.50.

Sixteen short stories selected by the editors of sixteen popular American magazines, each proposing the story he liked best of those he had published in the preceding twelvemonth. Reflecting on the title after finishing the stories, one recalls the old story about the man who "took in too much territory."

LETTERS FROM FAMOUS PEOPLE. Edited by Sharpless Dobson Green. New York: The Gregg Publishing Company. 1925. Pp. 362.

Over three hundred letters from as many authors, actors, bankers, painters, merchants, inventors, singers, clergymen; all of them in answer to a request for a "little message of inspiration" for high school graduates. Our own Dr. Wayland is represented with a letter that begins: "Blessed is the man that can do his own work."

SAFETY FIRST PICTURES TO COLOR. By Matilda Bruer. Chicago: Hall and McCreary Co. 16 cents a set, postpaid.

A set of sixteen little drawings, each illustrating an immanent accident and adorned with a precautionary word. Used as seat work for coloring, they will help build habits of carefulness in school children.

EASY ENGLISH EXERCISES. By Ada Riddlebarger and Edna Parker Cotner. Yonkers-on-Hudson, N. Y.: World Book Company. 1926. Pp. 261. 96 cents.

Excellent done. A host of sentences for practice furnish drill in fundamental grammatical principles. The book is designed for use in grades six to nine.

A SHORT HISTORY OF ENGLISH LITERATURE. By Edward Albert. New York: Thomas Y. Crowell Company. 1925. Pp. 224. \$1.00.

A highly compressed history written by an Edinburgh professor.

WHY CHILDREN SUCCEED. By Stuart Appleton Courtis. Detroit: Courtis Standard Tests. 1925. Pp. 271. \$1.50.

A study of the factors conditioning the progress of children in school, and of the problems that must be solved before the relationships between the factors and school success can be reliably determined.

RECENT BULLETINS OF THE U. S. BUREAU OF EDUCATION

STATUS OF THE HIGH SCHOOL PRINCIPAL. By Dan Harrison Eikenberry. (Bulletin 1925, No. 24.) Pp. 71. 15 cents.

STATISTICS OF LAND GRANT COLLEGES. By Walter J. Greenleaf. (Bulletin, 1925, No. 26.) Pp. 51. 10 cents.

STATISTICS OF TEACHERS COLLEGES AND NORMAL SCHOOLS, 1923-1924. By Frank M. Phillips. (Bulletin, 1925, No. 28.) Pp. 60. 10 cents.

EDUCATION PAYS THE STATE. By Merle A. Foster. (Bulletin, 1925, No. 33.) Pp. 27. 5 cents.

PUBLICATIONS OF THE U. S. BUREAU OF EDUCATION OF SPECIAL INTEREST TO HIGH SCHOOL TEACHERS. (Pamphlet, January, 1926.)

BIBLIOGRAPHY OF SECONDARY EDUCATION RESEARCH, 1920-1925. By E. E. Windes and W. J. Greenleaf. (Bulletin, 1926, No. 2.) Pp. 95. 15 cents.

STATISTICS OF PUBLIC HIGH SCHOOLS, 1923-1924. Prepared in the Division of Statistics, Frank M. Phillips, Chief. (Bulletin, 1925, No. 40.) 5 cents.

ART EDUCATION IN THE UNITED STATES. By Royal Bailey Farnum. (Bulletin, 1925, No. 38.) 5 cents.

EDUCATIONAL DIRECTORY, 1926. (Bulletin, 1926, No. 1.) 20 cents.

NEWS OF THE COLLEGE AND ITS ALUMNÆ

CAMPUS NOTES

During the last of February and the first of March interest centered around the spring holidays, March 20, 21, and 22. Thoughts of holidays mingled with thoughts of exams, and the resulting concoction was quite effervescent.

Thrilled with extra holiday spirit and a definite objective, Doris Persinger, editor of the *Breeze*, Hilda Blue, assistant editor, and Katharyn Sebrell, business manager, went to New York March 11 to attend a conference of representatives of various college newspapers. Their accounts of New York were interesting and—oh, yes—they had a great deal to tell about the conference.—Thelma Dunn, Vergie Hammock, Doris Mills, and Virginia Hoover attended the Student Volunteer Conference at Richmond February 26, 27, and 28.

Speaking of holidays and trips, one must note that the basketball team has been away, too. Luck seems to be "agin" us this year,

although the team played well both individually and collectively. The game in Farmville February 25 was lost by a score of 15 to 9. We later retaliated by a victory on our own floor, March 5, when H. T. C. won 26 to 21. Again defeat overtook us when William and Mary beat us 23 to 21. These scores show good playing for our team, but the other teams had the rabbit's foot. Reassured by their early victory over Fredericksburg, the squad visited that college Saturday, March 13,—and lost! The score that came over the wire to the anxious rooters back home was 34 to 19. Unfortunately, this game at Fredericksburg offered some of the girls their last chance to throw a goal for Alma Mater.

Another team soon to set forth for the "battlefield of wits" is the debating team which will represent the literary societies. Farmville, Radford, and Harrisonburg are to compete in triangular debate April 30. Interest waxes high, and the auditorium bids fair to be filled with enthusiastic boosters.

Everything seems to center around and in our old assembly hall. Children from the junior high school had charge of the programs February 20 and 22. The first program was the "Marriage of Miss Better Speech to Mr. Junior High," which ceremony was "consolidated" with all due respect and sincerity. The second program represented a literary society meeting of the high school pupils. Musical programs are still in order in chapel: March 15 Miss Sarah Furlow and Sarah Evans sang several selections. The following week Miss Edna Shaeffer had charge of the program and taught the whole student body some new hymns. March 17 the High School Glee Club and Orchestra gave a program that included songs and saxophone and cornet solos. All these programs were too short to satisfy the audience; there were repeated encores. The Lanier Literary Society gave a parody on "Hamlet" in chapel one day, and it was as successful as when

it won the prize at the Annual Bazaar. March 8 Mr. Conrad Logan read some very humorous selections concerning that marvelous character, Paul Bunyan. March 12 and 15 the French Circle, under the direction of Mr. Albert Tuller, gave a pleasing account of some French plays and poems. Frances Clark gave a synopsis of Rostand's play, *Cyrano de Bergerac*, and Eloise Bowers, Edna Phelps, and Marion Kelly read several French poems.

Still listing the activities around Sheldon Hall, we find that there have been two class stunts during the past month. Negroes, white folks, and Mr. Jimmy Johnston—the "interrupter"—held the attention of the students during the Senior Minstrel February 27. Sketches, jokes, songs, and jigs occupied the participants and observers alike until everyone left in a good humor. Best of the year.

Closely following this, "Odz and Enz" appeared March 5. This annual stunt of the Sophomore Class was a huge success. It was hard to tell which was the best, the Odz or the Enz. There are two more stunts to be produced: the Freshman Stunt will be some time in April and the Junior Stunt will come in May. "Dorothy Vernon" appeared in Sheldon Hall Saturday night, March 13, much to the delight of everyone. This movie was well worth while, as the attendance proved conclusively.

"Prof. Pep," a play of town talent, was given in the college auditorium Friday night, March 12, and was a roaring success. The Marionettes of the college gave a play, "The Chaperone," Friday night, March 3. This fulfilled all anticipations.

The Y. W. services in the main have been leading up to the proper choice of officers for the next year. Dr. E. R. Miller and Rev. J. J. Rives have talked at Sunday services. Officers have now been elected: Emma Pettit, president; Sherwood Jones, vice-president; Mary Smith, secretary; Mary Fray, treasurer; Thelma Dunn, undergraduate representative.

Lucy Gilliam, Jennie Deitrick, Katherine Vance, and Ruth Cary have been added to *The Schoolma'am* staff. The officers of the literary societies have been chosen and are as follows: Lanier—Alice Walker, president; Laura Lambert, vice-president; Ruth Cary, secretary; Bernice Jenkins, treasurer; Katherine Pace, chairman of the program committee; Mary Louise Dunn, sergeant-at-arms; Louise Elliott, critic. Page—Sherwood Jones, president; Mildred Reynolds, vice-president; Helen Goodson, secretary; Virginia Brumbaugh, treasurer; Gladys Netherland, chairman of the program committee; Julia Reynolds, sergeant-at-arms; Claire Lay, critic. Lee—Martha Hubbard, president; Emma Dold, vice-president; Elizabeth Mason, secretary; Annie Younger, treasurer; Elsie Davis, chairman of program committee; Mary Pritchard, sergeant-at-arms; Hilda Blue, critic.

There have been several music recitals of college and town students. Miss Alice Aiken had two exhibits in the faculty room during March, one of work in costume design and textiles, and jewelry, another of small sculptures carved from ivory soap.

Dr. J. W. Wayland, who has been touring Western United States, has returned to the campus to resume his classes during the spring quarter. The faculty and student body are very glad to see him back.

Mr. George W. Chappelle has been entertaining with a daily tea party in his laboratory recently. Whatever faculty members and students happen to be in Maury Hall at that propitious hour are invited to imbibe. It is a charming custom.

ALUMNÆ NOTES

GRACIOUS REFLECTOR

A fragrant bouquet is handed the State Teachers College and its graduates by the editor of *The Peabody Reflector*, student magazine published at the George Peabody College for Teachers, Nashville, Tennessee. From the April issue we quote:

"THE VIRGINIA TEACHER of December, published by the State Teachers College, Harrisonburg, Virginia, contains a most carefully organized and readable article on social studies called 'Trade and Commerce in Virginia,' by Elizabeth P. Cox and Pamela Ish.

"Miss Ish will be remembered as one of the very outstanding students in last year's summer school. She is now supervisor of the fourth grade in the college. (And student, also, we believe.)

"Could we risk the bet, we would wager that the Harrisonburg college has sent us as many brilliant and capable students as any in the South—or perhaps more. From that place came in recent times, Miss Frieda Johnson, Miss Mamie Omohundro, Miss Marie Alexander, Miss Ish, and several others from the faculty. Also, Miss Elizabeth Gunther and Mae Joyce came as graduates.

"Well, we have there Miss Katherine Anthony as alumna and friend, and Mr. Logan as summer faculty member and friend. So the reason is clear."

Margaret Miller writes from Dublin High School, where she is teacher of mathematics.

Ollie Lowman's address is Oriskany, Botetourt County. She is teaching patriotism through song, as well as other things.

Mabel Kiracofe is still teaching in Norfolk. Her subjects this year are history and civics.

Verlie Story, now Mrs. Giles, lives at 1505 Russell St., Lynchburg. Her two small daughters make her life quite busy and happy.

Mildred Kidd is teaching at Whitmell—her fourth year there—and is a summer student at the University of Virginia. She sends greetings to all her old friends at Blue-Stone Hill.

Kerah Carter heads her letter at McDowell, Highland County. She often thinks

of Harrisonburg, and says, "Perhaps I will be there this summer." We hope so.

Neva Lee Williams sends a cheering message from Capron, Southampton County. She enjoys her work as teacher there, but recalls with pleasure her days at Alma Mater.

Lizzie Burgess is teaching at Ridgeway, Henry County. She is working up a pageant this spring in connection with history and civics.

Mary Louise Steele and Lillas Greenwalt are teaching Round Hill School, Frederick County, and are making a good record. They have worked out several community co-operation projects very successfully.

On March 16 Elizabeth Matheny paid us a short visit. She was on her way home; and in her affections Harrisonburg is near to Monterey.

Laura McCraw is supervisor of Pittsylvania County schools. It is a big county and a big job, but she seems equal to both.

Kathleen Watson is still teaching in Charleston, W. Va., but she is planning to come back to college and finish up her work for a degree. Her address is 407 Broad Street.

Mattie Fitzhugh and Matilda Roane teach in Churchville, Augusta County. On March 15 they made a short visit to Harrisonburg and the college.

Jennie McIvor's address is still Naruna, Campbell County. She sends a good report of her school.

On Lincoln's birthday Joe Warren wrote us a card from Chattanooga. She said: "Have driven over Chickamauga Park and through the National Cemetery. Will go up on Lookout Mountain soon."

Erna Glasscock also teaches at Whitmell. She is teaching good citizenship through good music.

Isa Ratcliff writes from New River Depot. She is doing good work as a teacher, but is still a student too.

Frankie Showalter is teaching at Trout-

ville, and sends us a good word now and then.

Sina Kite's address is Front Royal. She and her pupils have been working out some interesting projects in a "Know Virginia" series.

Gertrude Bain is teaching in the city of Portsmouth. Her address is No. 4 Chelsea Apartment, North Street.

Macie Lee Henderson writes about an interesting historical pageant that the schools of Montgomery County are putting on this spring.

Now and then Mary Lancaster Smith (Mrs. E. E. Garrison) sends us one of her good letters. Her address is 547 Lee Street, St. Petersburg, Florida.

Margaret Helm is doing fine work as teacher in Alexandria. Her address is 229 S. Pitt Street.

Lena Reid wrote recently from Maryland State Normal School, Salisbury, Md. She was at that time making a special study in the life and work of Thomas Jefferson for the use of primary grades.

We take pleasure in reporting the following marriage:

Lucy Scott Mackey to Mr. Edward Jeffries Carr, in Washington, D. C., on March 3, 1926. Since March 10 Mr. and Mrs. Carr have been at home, 3107 Edgewood Ave., Richmond.

OUR CONTRIBUTORS

VIRGINIA BUCHANAN is a two-year graduate of the State Teachers College at Harrisonburg and a candidate for the bachelor's degree in June. She has been a member of the Training School faculty for several years.

MARY E. CORNELL is principal of the Wm. H. Keister School, Harrisonburg. She taught in the primary grades in New York, Michigan, and North Carolina before coming to Harrisonburg.

WILLIAM S. LONG is a teacher of English in the Charlottesville High School. He is a graduate of Randolph-Macon College.

GLADYS GOODMAN is supervisor of the third grade in the Harrisonburg Training School.

HERBERT HOOVER is the distinguished Secretary of Commerce in the Coolidge Cabinet.

Available Harrisonburg Unit Plans

THE unit lessons which have been appearing in THE VIRGINIA TEACHER for the past year are steadily increasing in popularity. Demands for copies of the magazine have made it necessary to reprint a few articles, but there are still available back copies of most numbers. In order not to miss the units that will appear in coming issues, renew your subscription for the next year. Back copies are 15 cents each; the year's subscription is \$1.50. Send in your order now to Clyde P. Shorts, Circulation Manager.

MORE educational units, edited by Katherine M. Anthony, Director of Training in the State Teachers College at Harrisonburg, are now awaiting publication. The elementary school teacher who would put Virginia's new course of study to the best use is the teacher who exercises her own skill in the organization of subject matter or who utilizes ready-made educational units such as are offered in THE VIRGINIA TEACHER.

<i>Knights of the Golden Horseshoe</i> , Nancy V. Smith -----	History-Geography, 4th Grade	March, 1925
<i>A Spring Poem Program</i> , Frances Hanbury -----	English-Art, 5th Grade -----	April, 1925
<i>An Athenian Boy's Day</i> , Thelma Woodcock -----	History-Art, 6th Grade -----	May, 1925
<i>Our Garden</i> , Maysville Gammon -----	Nature Study, 1st Grade -----	June, 1925
<i>Working for the Birds</i> , Virginia Buchanan -----	Nature Study, 2nd Grade -----	June, 1925
<i>Some of our Bird Friends</i> , Rose W. Lyle -----	Nature Study, 6th Grade -----	June, 1925
<i>Making a Story Book</i> , Margaret A. Borden -----	English, 1st Grade -----	July, 1925
<i>Publishing the Sixth-Grade Monthly</i> , Mildred Reynolds-----	English, 6th Grade -----	July, 1925
<i>The Junior High Prints Its Yearbook</i> , Ruth Hoggard Lewis -----	English, 8th Grade -----	July, 1925
<i>Our Uncommon Common Toad</i> , Berkeley G. Burch -----	English-Science, 6th Grade --	October, 1925
<i>From Book to Screen</i> , Mary B. Duncanson -----	English-Art, 1st Grade -----	November, 1925
<i>Trade and Commerce in Virginia</i> , Elizabeth Cox and Pamela Ish -----	Geography-History, 4th Grade	December, 1925
<i>A Pet Hen in the Schoolroom</i> , Bertha McCollum and Edith R. Ward -----	Nature Study, 3d Grade -----	January, 1926
<i>Building Stones</i> , Ethel R. Jones and Marie Alexander --	Geography-Science, 5th Grade	February, 1926
<i>The Jefferson Literary Society Begins its Work</i> , Louise Loving and Bertha McCollum -----	English, 8th Grade -----	March, 1926
<i>Our Model Playground</i> , Gladys Goodman -----	Civics-Art, 3d Grade -----	April, 1926

COMING SOON

<i>Choosing a Life Vocation</i> , Gladys Hopkins -----	English-Civics, 9th Grade
<i>Our Wild Flower Show</i> , Louisa Persinger and Marie Alexander -----	Nature Study, 4th Grade
<i>From Stratford to Classroom</i> , Ruth Fretwell Lewis -----	English, 8th Grade
<i>Reporting for a Real Newspaper</i> , Mamie Omohundro -----	English, 8th Grade
<i>The Lee Highway</i> , Katie Lee Rolston -----	Geography, 5th Grade

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Curriculum Building	<i>Katherine M. Anthony</i>
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American Political Parties	<i>Raymond C. Dingle</i>
Supervision of Instruction	<i>W. J. Gifford</i>
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